

SCHOOL RENEWAL PLAN

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NEEDS ASSESSMENT DATA

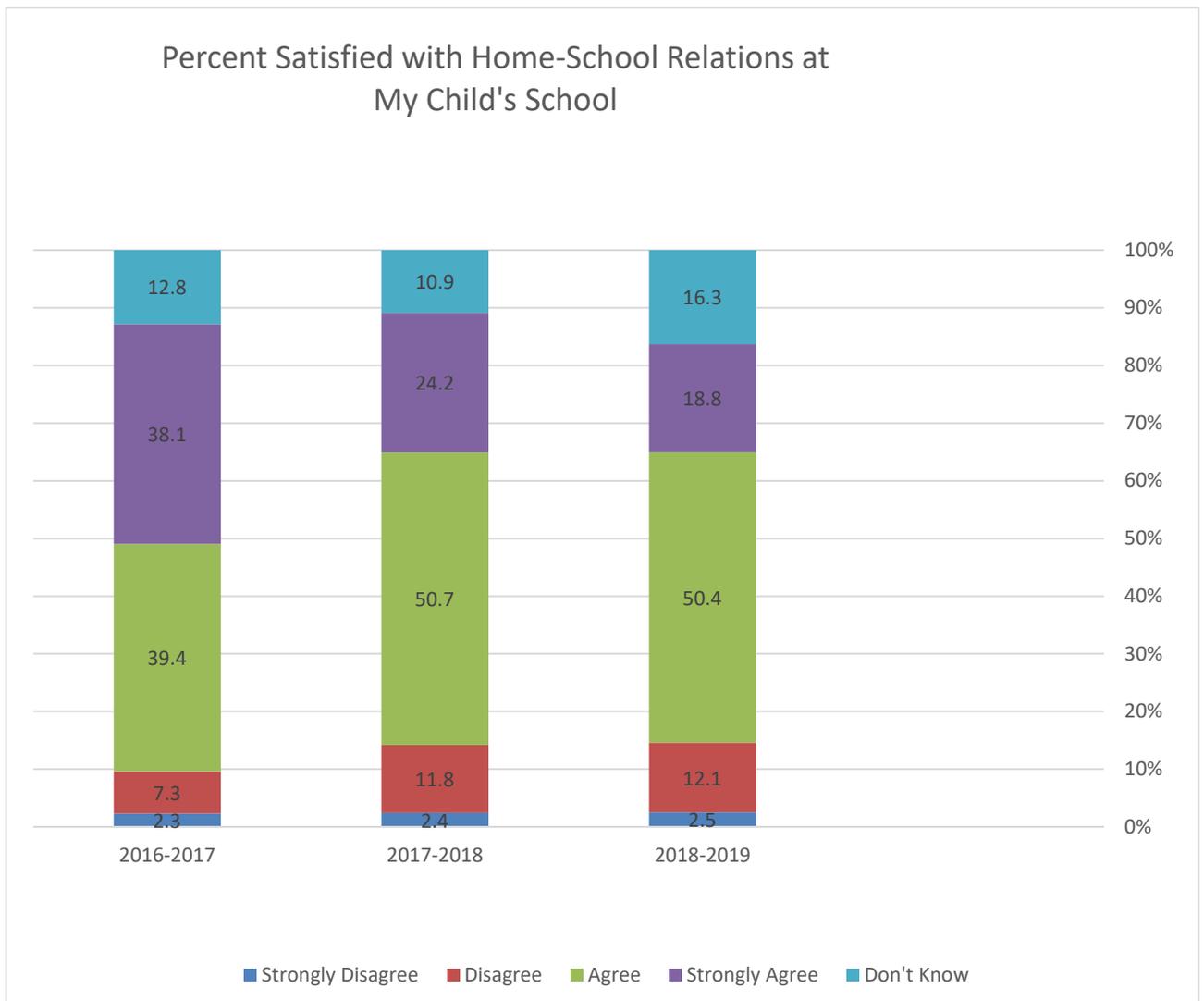
Provide the link to your school's most recent School Report Card:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9NDIwNTA5MQ>

Directions: Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

School Climate:

The graph below represents 3 years of data, spanning the years 2016 – 2019, that show a downward trend in our parent's perception of the relationship between home and school. This is one of the lowest question results on the SC Department of Education Survey that is directly related to school climate. It should be noted here that this question has a high percentage of parents who responded that they do not know about home-school relationships. The survey assumes that this is a negative response, when it is very possible that the parents just did not understand the question. However, even if those percentage of responders were included with the positive response totals, we would still score in mid to upper 70th percent, which is lower than what we wish to achieve.



EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<https://screportcards.ed.sc.gov/overview/?q=eT0yMDE5JnQ9RSZzaWQ9NDIwNTA5MQ>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

Student Achievement, including sub-groups
<i>Early childhood (K-2)</i>
<i>Elementary/Middle (3-8)</i>
<i>High School (9-12)</i>
Teacher/Administrator Quality
School Climate
<p>Each year, the parents of students in the highest grade of the school complete a survey created by the South Carolina Department of Education. At Berry Shoals Intermediate School, this survey is done by our 6th grade parents. There are three question results from the 50-question survey that are reported on the SC School Report Card: I am satisfied with the learning environment at my child’s school, I am satisfied with the social and physical environment at my child’s school, and I am satisfied with the home-school relations at my child’s school. Berry Shoals traditionally scores in the 90th percentile on the first 2 questions. However, with home-school relations, Berry Shoals scores significantly lower, and between 2016 and 2019, our score on that question has decreased from 77.5% to 69.2%. The survey data can be somewhat misleading, as parents rate the school’s overall friendliness and its overall learning environment as very high. However, there are 3 other data points from question results that are lower than most all of the other questions, and these question results may influence the home-school relations results, including: My child’s teacher contacts me with good things to say about my child, My child’s teachers tell me how I can help my child learn, and My child’s teachers invite me to visit my classroom during the school day. Although at the level and complexity of an intermediate/middle school schedule does not lend itself to parents coming into the classroom during the day, we can make targeted efforts to improve the frequency of positive contacts the teachers and staff can make to our parents, and the teachers and school can also increase the frequency of our school-wide programs for parents and other stakeholders that can help parents be more involved with their child’s academic and social achievement. Our goal is to reach 87% or higher on this question.</p>

Other (Such as district and/or school priorities)

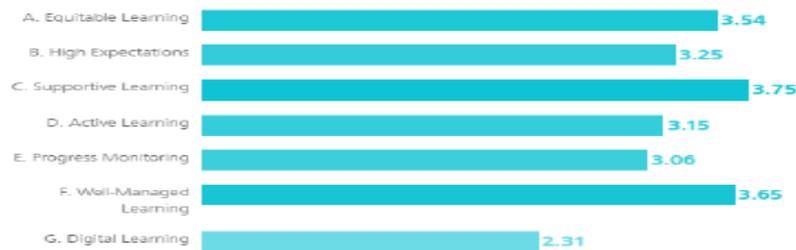
In 2018-2019, Reading and Math teachers at Berry Shoals Intermediate School spent the year focusing on providing individualized targeted instruction to all students in order to close the achievement gap. A daily intervention period was built into the master schedule. This period allowed dedicated time for teacher-directed intervention, targeted intervention, guided reading and math conferences, and extension for accelerated learners. In addition, teachers used iReady software in order to define and target areas of weakness for their students. iReady software is both a diagnostic tool as well as an instructional tool that provides the teacher with data that can be used for individual, small group, and whole group planning and instruction, and the iReady diagnostic is given 3 times per year. Students were able to use iReady during a daily scheduled intervention period, during regular class time, and in computer lab. The goal was for each student to use iReady 45 minutes per week, per subject, while working towards 70% proficiency. Each diagnostic test provides subdomains to target intervention. The ELA subdomains are: phonological awareness, phonics, high-frequency words, vocabulary, comprehension: literature, and comprehension: informational text. The math subdomains are: number and operations, algebra and algebraic thinking, measurement and data, and geometry. The data tables above, show the growth that our students made this year in Reading, as measured by iReady. In both 5th and 6th grade, students showed movement in all 3 intervention tiers. In 5th grade, students in Tier 1 increased 20%, while the percentage of students in Tier 3 decreased by 17%. In 6th grade, students in Tier 1 increased 16%, while the percentage of students in Tier 3 decreased by 9%. Specifically within the domains, data showed that in both 5th and 6th grade, the greatest area of weakness was in comprehension: informational text. However, by the end of the year, both grades showed gains in the number of students improving in this domain, 13% moving out of Tier 3, and 14% moving into Tier 1. We will continue to focus on individualized instruction as we work towards closing the achievement gap.

In 2017-18, The ELEOT observation instrument was used this year for classroom observations in preparation for our upcoming AdvancEd Accreditation visit. The ELEOT measures: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring, Well-Managed Learning and Digital Learning. After analyzing ELEOT data, it was determined that our biggest area of need was in the Digital Learning category. Our average score in this category (on a 1-4 rubric) was a 2.31. We plan to address this area by continuing to provide cohort and individualized technology training to our staff based on their needs. In addition, we will continue to provide opportunities for teachers to go through “model classroom” training on how to integrate balanced digital learning into their instruction. We will also continue to provide opportunities for teachers to be able to both model and observe digital learning experiences in the classroom.

Average Score for Digital Learning on ELEOT observations: 2.31

ELEOT Indicator	Average Score
Learners us digital tools/technology to gather, evaluate, and/or use information for learning.	2.31
Learners us digital tools/technology to conduct research to solve problems and/or create original works for learning	2.31
Learners us digital tools/technology to communicate and/or work collaboratively for learning	2.31

ELEOT Observation Instrument Evaluation Results – Berry Shoals Intermediate School



The ELEOT observation instrument was used this year for classroom observations in preparation for our upcoming AdvancEd Accreditation visit. The ELEOT measures: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring, Well-Managed Learning and Digital Learning. After analyzing ELEOT data, it was determined that our biggest area of need was in the Digital Learning category. Our average score in this category (on a 1-4 rubric) was a 2.31. We plan to address this area by continuing to provide cohort and individualized technology training to our staff based on their needs. In addition, we will continue to provide opportunities for teachers to go through “model classroom” training on how to integrate balanced digital learning into their instruction. We will also continue to provide opportunities for teachers to be able to both model and observe digital learning experiences in the classroom.

During the spring semester of 2017, upon the completion of the District Five Schools of Spartanburg County strategic planning process, personnel at Berry Shoals Intermediate School began the process of strategic planning at the school level. We began by creating three action teams of stakeholders to complete a school-specific needs assessment that aligned with the school district’s strategic plan. Each action team included faculty, staff, paraprofessionals, school administrators, parents on the School Improvement Council (SIC), the Parent Teacher Organization (PTO), and additional community members. The needs assessment addressed the following areas: (1) Student Achievement in Grades Five and Six, (2) Teacher/Administrator Quality, and (3) School Climate. Although District Priority is an area that is addressed in the district’s plan, it is not part of our school plan. Strengths, weaknesses, and areas that need improvement were targeted by using information gained from the school report card issued by the State of South Carolina, standardized tests data, state-generated surveys and questionnaires, the school district’s strategic plan, PTO and SIC meetings, and school personnel meetings. Using the data, the action teams developed the strategies that supported each performance target, as well as outlined a series of specific action steps to provide direction and focus for reaching each five-year goal in the 2017 strategic plan.

Student Achievement data has been analyzed with emphases on the 2015-2016 SC Ready ELA and Math tests results, as well as from the 2015-2016 South Carolina Palmetto Achievement of State Standards (PASS) tests in Science and Social Studies. The SC READY assessments are aligned to the new South Carolina College and Career Ready curriculum standards and assess student achievement in English Language Arts (Writing and ELA) and mathematics. All tests are administered online. Test items range from multiple choice questions to extended response items, as well as a Text Dependent Analysis response. For the SC Ready test data, with 2015-2016 being the first time that this assessment has been administered, the baseline data that was used was from our first year of results. For the SCPASS data, our baseline was also taken from the 2012-2016 SC PASS tests results.

In reference to the SC Ready test, the number of students who “Meets or Exceeds” the state’s standard averages between the 47th and 49th percentiles in ELA and the 53rd percentile in Math. We want to remain above our standard baseline, or better, in the “Meets and Exceeds” category, while being able to show continuous improvement over the next five years. This data is reported year to year to show instructional improvement as a result of our action steps. In addition, for the first time, this strategic plan will also measure student cohort data from year to year (reported diagonally from grade to grade and year to year, in order to measure student cohort growth over time.

From our Science and Social Studies SCPASS testing, since student growth cannot be measured from this assessment, the data is reported year to year to show instructional improvement over five years as a result of our strategies and action steps. Scores in science range between the 50st and 81st percentiles, and scores in social studies range between the 75st and 90th percentiles. It should be noted that the SC Science standards were changed in 2017, causing a downward shift in scores as a result of the new norms.

Although Berry Shoals has continually been awarded the Palmetto Gold Award for high academic achievement, the comprehensive data analysis shows achievement gaps with our historically underachieving populations. Our data

analysis also shows the need for greater rigor in our curriculum to meet the needs of our high-achieving students. The strategies and their actions were selected to not only target and close our achievement gap, but to also further individualize instruction to meet students' needs, regardless of their levels of achievement. We will also focus on achieving blended learning into our classrooms through the use of technology and other tools that will help our students to engage in their learning. Finally, we will concentrate on connecting our instruction in all areas to the South Carolina College and Career Ready Standards, as well as the skills identified in the Profile of the South Carolina High School Graduate.

Teacher Quality is also addressed in the school's action plan. As directed by our school district's renewal plan, our school will continue to recruit and hire the highest quality of certified staff. Presently, there are eight teachers who have already retired and have been rehired as at-will employees, and these teachers will need to be replaced in the near future. Having the highest quality teachers is the hallmark of Berry Shoals, so we will work to continue to maintain our baseline of 100% highly qualified teachers and paraprofessionals. In addition, our district and school will provide teacher-selected professional development that is based on the needs of our staff and students, as well as further develop and refine our instructional practices as guided by the SC Teaching Standards 4.0 Rubric.

School Climate is addressed in this plan by addressing the following goals: (1) increasing home-school relations, (2) providing 100% of the faculty with Compassionate Schools professional development, (3) increasing the percentage of parents, students, and teachers who indicate that they are satisfied with the safety of the school, and (4) continuing to promote a positive school climate and excellent teacher morale. Although we consider the school climate at Berry Shoals to be one of our hallmarks of excellence, we want to continue to improve in our areas of weaknesses, especially in increasing the perception of safety in the building.

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of students in grades 5 and 6 scoring on target (met or exceeds) for college and career readiness on SC READY-ELA in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	5 th – 49.7 6 th – 47.1	Projected Data	5 th – 52.7 6 th – 50.7	5 th – 55.7 6 th – 53.7	5 th – 58.7 6 th – 56.7	5 th – 61.7 6 th – 59.7	5 th – 64.7 6 th – 61.7
		Actual Data	5 th – 45.5 6 th – 46.6	5 th – 45.3 6 th – 48.7	5 th – 43.80 6 th – 44.90		

Performance Goal Area: X Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of students in grades 5 and 6 scoring on target (met or exceeds) for college and career readiness on SC READY - Math in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	5 th – 53.57 6 th – 52.2	Projected Data	5 th – 57.7 6 th – 50.7	5 th – 60.7 6 th – 61.7	5 th – 63.7 6 th – 65.7	5 th – 66.7 6 th – 69.7	5 th – 70.7 6 th – 73.7
		Actual Data	5 th – 58.3 6 th – 69.8	5 th – 57.3 6 th – 70.1	5 th - 64.50 6 th - 66.1		

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Performance Goal Area: X Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of students in grade 6 scoring on target (met or exceeds) for college and career readiness on SCPASS – Science in 2017 will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	6 th – 71.1	Projected Data	6 th – 72.6	6 th – 74.1	6 th – 75.6	6 th – 77.1	6 th – 78.6
		Actual Data	6 th – 56.3	6 th – 50.6	6 th - 47.0		

*SCPASS Science was recalibrated to new standards in the summer of 2017

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Performance Goal Area: X Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority (* required)							
PERFORMANCE GOAL: <i>Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.</i> SMART goal must include: WHO will do WHAT, as measured by HOW and WHEN.				By 2021, the percentage of students in grade 5 scoring on target (met or exceeds) for college and career readiness on SCPASS – Social Studies in 2017 will increase.			
INTERIM PERFORMANCE GOAL: Meet annual targets below.							
	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	5 th – 81.2	Projected Data	5 th – 82.7	5 th – 84.2	5 th – 85.7	5 th – 87.2	5 th – 88.7
		Actual Data	5 th – 79.8	5 th – 76.1	5 th – 77.9		

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ACTION PLAN FOR STRATEGY #1: Use assessment data to guide instruction.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Assess student academic progress through formative and summative measures including *Fountas & Pinnell, *SC Ready, and *SCPASS	2017-2021	District Administrators School Administrators Teachers	District	District	Assessment Calendar Data Reports Data Meetings Continuing
Disaggregate assessment data to identify academic needs of all students.	2017-2021	District Administrators School Administrators Teachers	\$0	N/A	Data Reports Data Meetings Continuing
Provide professional learning for the analysis, interpretation and application of assessment data.	2017-2021	District Administrators School Administrators Literacy Coaches Math Coaches	\$0	N/A	Data Analysis Meetings Data Protocols Continuing
Change or continue instructional practices based on the analysis of the data.	2017-2021	District Administrators School Administrators Literacy Coaches Math Coaches	\$0	N/A	Instructional Observations Instructional Goals South Carolina 4.0 Evaluation Rubric Technology Integration Matrix (TIM) Continuing
Examine grading practices and the alignment to grade level mastery.	2017-2021	District Administrators School Administrators Teachers	District	N/A	Year 1 - Explore current practices or cause analysis Year 2 - Develop district committee to research/visit other districts Year 3 - Develop implementation plan Year 4 - Implement plan district-wide Year 5 - Monitor and analyze plan Continuing

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ACTION PLAN FOR STRATEGY #2: Differentiate student learning experiences to increase achievement for all students in all content areas.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Implement intentional, research-based instructional strategies.	2017-2021	District Staff School Staff	\$0	N/A	South Carolina 4.0 Evaluation Rubric Lesson Plans Continuing
Refine and implement benchmark assessments in order to monitor student progress, inform, and adjust instruction.	2017-2021	District Staff School Staff	District	General Fund	Assessment Calendar Data Reports Continuing
Provide intentional and varied delivery models to facilitate instruction based on content and expected outcomes.	2017-2021	District Staff School Staff	\$0	N/A	South Carolina 4.0 Evaluation Rubrics Schoology Continuing
Provide instructional support for students identified as needing intervention to accelerate learning and decrease their achievement gaps.	2017-2021	District Staff School Staff	District	Grant Funding/SSIP	RTI Record Keeping Data/Planning Meetings South Carolina 4.0 Evaluation Rubric Continuing
Provide a rigorous curriculum through the creative use of content that challenges students to think critically and solve problems.	2017-2021	District Staff School Staff	\$0	N/A	Curriculum Units Lesson Plans South Carolina 4.0 Evaluation Rubric Continuing

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Provide intentional and varied use of technology to support, enhance, and increase student learning.	2017-2021	District Staff School Staff Model Classroom (Teachers) Technology Coaches	District	General Fund	South Carolina 4.0 Evaluation Rubric Teacher Self-Assessment/TIM Continuing
Utilize the SSIP Implementation Coach to research and implement a uniform data-based problem solving model that supports students through tiered instruction and intervention.	2017-2021	SSIP Implementation (Coach)	District	MFS Tier III Funding	Data from Implementation of District SSIP Plan Continuing
Implement a comprehensive progress monitoring system to collect data.	2017-2021	District Staff School Staff	District	MFS Tier I Coordinated Early Intervening Services (CEIS) Funding	Enrich RTI Data Reports from Enrich RTI Data Meetings Continuing
Implement instructional programming for tiered instruction and intervention with universal screenings	2017-2021	District Staff School Staff	District	MFS Tier I Coordinated Early Intervention Services (CEIS) Funding	iReady - Continuing Dreambox - Discontinued TEACHTOWN - Continuing

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ACTION PLAN FOR STRATEGY #3: Provide professional development experiences to ensure that a rigorous curriculum with differentiated instruction is provided to all students.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Analyze results from district-wide needs assessment to develop personalized learning and training cohorts.	2017-2021	Director of Professional Development and Teacher Evaluation	\$0	N/A	District Needs Assessment Survey Continuing
Provide professional development through a cohort model designed to meet individual teacher and staff needs.	2017-2021	District Staff School Staff	District	General Fund Title 2 R2S	Cohort Roster Professional Development Calendar Schoology Continuing
Provide professional development to paraprofessionals in areas that will help them assist students in their learning, such as Read to Succeed and Co-Teaching.	2017-2021	District Staff School Staff	\$0	N/A	Sign-In Sheets Instructional Materials Continuing

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<p>Provide additional professional development for teacher effectiveness that ensures all students to have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level, such as:</p> <ul style="list-style-type: none"> *Implementation of the SC College and Career Readiness Standards 1.3.4 (Continued) *SC Teaching Standards' Rubric *Read to Succeed *Inclusive Co-Teaching Practices *Blended Learning *Curriculum Writing *STEAM *TIM *Universal Design for Learning 	2017-2021	<p>District Staff School Staff Consultants</p>	<p>District District</p>	<p>MFS Tier III CEIS MFS Tier I CEIS</p>	<p>Sign-In Sheets Instructional Materials Professional Development Calendar</p> <p>Continuing</p>
<p>Create and monitor a documentation system that ensures all educators to participate in a continuous program of learning</p>	2017-2021	<p>Director of Professional Development and Teacher Evaluation</p> <p>District Technology Team</p>	District	General Fund	<p>Documentation System</p> <p>Continuing</p>

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Schedule collaborative planning opportunities for all content areas and departments at the district and school levels.	2017-2021	District Staff School Staff	\$0	N/A	Master Schedules Grade-Level Meetings Agendas District's Professional Development Calendar Continuing
Evaluate the impact of district professional development initiatives.	2017-2021	District Staff School Staff	\$0	N/A	Cohort Participant Session Evaluations Conferencing for SLO/Analysis of Student Learning Objective Outcomes SC 4.0 Evaluation Rubric Continuing

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Performance Goal Area:

- Student Achievement*
 Teacher/Administrator Quality*
 School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the number of unfilled teacher and/or administrator positions at the start of each fiscal year will decrease.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	TBA	Projected Data	2.1%	2.0%	1.9%	1.8%	1.7%
		Actual Data	2.3%	0%	0%		

ACTION PLAN FOR STRATEGY #1: Recruit the highest quality of certified staff to District 5 Schools of Spartanburg County					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide opportunities for administrators and teachers to attend college and career fairs.	2017-2021	Superintendent Personnel Director Principals	\$0	N/A	Travel Request Forms Records of Contacts Made Continuing
Participate in the Spartanburg County Recruitment Day.	2017-2021	Personnel Director PR Director Teacher Forum Principals	\$0	N/A	Number of Registrants Social Media Announcements Records of Contacts made Discontinued County Recruitment. Changed to District Five Recruitment Day
Pursue diversity in recruiting and hiring.	2017-2021	Building Administrators	\$0	N/A	HR Records Continuing

Performance Goal Area: Student Achievement* X Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of teachers returning to District Five each year will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	91.2	Projected Data	91.7	92.2	92.7	93.2	93.7
		Actual Data	95.9	95.2	83.3		

ACTION PLAN FOR STRATEGY #1: Providing effective support, evaluation and recognition of exemplary teaching practices.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Provide resources to support effective performance.	2017-2021	District/Building Administrators	\$0	N/A	Inventory Purchase Orders Continuing
Promote professional learning communities.	2017-2021	District/ Building Administrators Instructional Coaches	\$0	N/A	Sign-in Sheets Registrations Surveys Continuing
Provide differentiated staff development opportunities.	2017-2021	District/Building Administrators Instructional Coaches	\$0	N/A	Sign-in sheets Registrations Surveys Continuing
Provide content-based instructional support to teachers.	2017-2021	District/Building Administrators Instructional Coaches	\$0	N/A	Sign-in sheets Registrations Surveys Continuing
Provide school-wide recognition for teachers' service for every five continuous years in District 5 (*also included in School Climate).	2017-2021	District/Building Administrators	\$0	N/A	Copies of D5 news Board Agendas Faculty Meeting Agendas Continuing

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority

(* required)

PERFORMANCE GOAL:

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:

WHO will do WHAT, as measured by HOW and WHEN.

By 2021, the percentage of teachers with a yearly average score of proficient or higher on the SC teaching standards 4.0 rubric will remain at a minimum of 95%

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	100%	Projected Data	100%	95%	96%	97%	98%
		Actual Data	100%	100%	100%		

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority

(* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

By 2021, the percentage of teachers scoring proficient or higher on the SLO growth measures will remain at a minimum of 95%.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	100%	Projected Data	100%	95%	96%	97%	98%
		Actual Data	100%	100%	98%		

ACTION PLAN FOR STRATEGY #1: : Evaluate teachers and administrators to maintain highly qualified and well prepared staff					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Train administrators and teachers on implementation of the SC Teaching Standards 4.0 Rubric.	2017-2019	Principals State Department Director of Teacher Evaluation	\$0	N/A	Sign-in sheets Certification of Evaluators Continuing
Provide opportunities for teachers and administrators to build capacity in classroom instructional practices, for example: D5 Explore, Read to Succeed, and Model Classrooms.	2017-2021	PD Director D5 Explore Facilitators Building Administrators Instructional Coaches	District	General Fund	Sign-in sheets (D5 Explore) Registration Records Certificates of Completion Continuing
Provide PD opportunities that increase teacher use of current data to provide opportunities for differentiation.	2017-2021	PD Director D5 Explore Facilitators Building Administrators Instructional Coaches	District.	General Fund	Evidence of differentiation Lesson Plans Sign-in sheets (PD sessions) PD Descriptions/Syllabus Continuing
Administrators will be offered the opportunity to attend the SCASA Summer Leadership.	2017-2021	Principals	District	General Fund	SCASA Registration Continuing
Principals will participate in PADEPP Evaluation and provided w/feedback.	2017-2021	Superintendent Principals	\$0	N/A	PADEPP Evaluation Feedback Form Continuing
Provide a leadership cohort for Assistant Principals.	2017-2021	Assistant Superintendent for Operations Assistant Principals	District	General Fund	Agenda Attendance Log Continuing
Provide quarterly PD to Principals in Curriculum, Instruction, and Operations.	2017-2021	Principals District Staff	\$0	N/A	Agenda Continuing

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 District Priority
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

The percentage of parents who have a positive view of home-school relations will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016-17	2017-18	2018-19	2019-20	2020-21
DATA SOURCE(s):	78.9%	Projected Data	80.1%	81.3%	82.5%	83.7%	84.9%
		Actual Data	77.5%	74.9%	69.2%		

ACTION PLAN FOR STRATEGY #1: Provide a variety of communication resources to enhance home-school relations.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The school will utilize social media platforms such as Facebook and the school webpage.	2017-2021	Building Administrator School Staff	\$0	n/a	Posts on Facebook School Webpage, etc. (as applicable) Continuing
The school will promote access to the PowerSchool Parent Portal and Schoology.	2017-2021	Building Administrator School Staff	\$0	n/a	Parent Portal Schoology Parent Letter Distribution Continuing
The school will provide opportunities for parents to receive multiple forms of school communication.	2017-2021	Building Administrator School Staff	\$0	n/a	Hall & Classroom Newsletters Text Messages (rainedout.com) School Electronic Marquee Messages Blackboard Messenger Invitations to the School School Summary Report Newsletters Continuing

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* School Climate (Parent Involvement, Safe and Healthy Schools, etc.)*
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

The percentage of faculty and staff who have received a minimum three hours of professional development in Compassionate Schools will increase.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	3%	Projected Data	6%	100%	100%	100%	100%
		Actual Data	11%	30%	74%		

ACTION PLAN FOR STRATEGY #1: Provide a variety of communication resources to enhance home-school relations.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Teachers and staff will be provided 3 hours of training in Compassionate Schools.	2017-2021	Building Administrators Guidance	\$0	N/A	Attendance Logs Continuing

Performance Goal Area: Student Achievement* Teacher/Administrator Quality* **X** School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* District Priority
 (* required)

PERFORMANCE GOAL:
Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

The percentage of students who feel safe (from a behavioral standpoint) will increase.

SMART goal must include:
 WHO will do WHAT, as measured by HOW and WHEN.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

	AVERAGE BASELINE		2016–17	2017–18	2018–19	2019–20	2020–21
DATA SOURCE(s):	90%	Projected Data	91.72%	92.45%	93.36%	94.18%	95%
		Actual Data	96.4%	89.6	94.3%		

ACTION PLAN FOR STRATEGY #2: Create a social/emotional environment where students feel safe.					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The school will provide updated professional development for Olweus implementation.	2017-2021	School Olweus Coordinator	\$0	N/A	Professional Development Logs Continuing
The school will participate on a taskforce to develop a consistent district-wide character education program.	2017-2018	Guidance Counselors	\$0	N/A	District Character Education Plan Continuing

ACTION PLAN FOR STRATEGY #1: Provide opportunities for improved teacher and staff morale					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
The school will recognize staff accomplishments	2017-2021	School Administration	\$1000.00	General Fund	Faculty Meetings Teacher Gatherings Social Media Continuing
The school will provide leadership opportunities for Teachers of the Year.	2017-2021	School Administration	\$0	N/A	Facilitators Committee Chairs Continuing
The school will provide opportunities for input and feedback from the staff.	2017-2021	School Administration	\$0	N/A	Principal's open door policy Grade-level conversations Email Continuing